Abstract

The present study was undertaken to investigate the effect of gender, type of school and teaching experience on teacher effectiveness. The sample of the present study consisted of 150 teachers selected randomly from Sonepat district of Haryana. Teacher Effectiveness was measured by Teacher Effectiveness scale by Puri and Gakhar (2010). The findings indicate that there exists no significant difference between the male and female school teachers on teacher effectiveness. Significant difference exists between teachers teaching in government and private schools on teacher effectiveness. Also there exists significant difference between teachers having teaching experience below and above 10 years on teacher effectiveness.

1. Introduction

Teacher is the hub of any educational process. Educational programme are bound to fail if the quality of teachers is compromised. The Education Commission Report (1964-66) emphasized the role of teacher in the education process as, “the most important factor contemplated educational reconstruction is the teacher- his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community”. The commission further added, “even the best curriculum and the most perfect syllabus remain dead unless quickened into the life by the right methods of teaching and the right kind of teachers”.

In the present system of Education high sophisticated and speculation there is an unprecedented demand for effective teachers to lead the multitude of school children’s on the path of
enrichment and progress. Teaching is considered to be one of the stressful professions specially because it involves daily work based on social interaction where the teacher must have to make efforts for establishing adjustment and also regulate not only his/her on emotions but also those of students. Teaching at present has made the work of teacher more challenging and difficult. Instead of having concern for himself only with a few patterns of effective presentations of subject matter, the modern teacher’s responsibility is to see that everything that goes on in the class room is for all round development of child. The pivotal role of teacher in nation building is universally recognized. According to Crow and Crow “A good teacher and the quality of his teaching has always being of paramount to a free man and to a free society”. Teachers pave the way for enlightened society. So, effective teachers do it effectively.

2. Significance of the Study

Teachers are important pillars of the educational system of any nation. They are considered to be the Nation Builders. To perform such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process. Teaching requires effective as well as qualitative improvement for the betterment of learners. At present it is felt that there is a decline in the quality of teaching. Recent research in the field of education reflects that though the quality, competency, dedication and commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner or effectively.

The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teachers. Teacher's competence, capability and effectiveness make school good or bad, flourishing or deteriorating. So quality of teaching depends upon the efficiency of the teacher. One can say that teacher effectiveness is the capability of teachers to teach in such a manner that he gets success to bring the desirable change in the students' behavior. It is assessed not only from the academic pursuits and class room teaching of the teacher but from the sum total influences exerted by the teacher upon the students. It is well know that effective teaching results into positive outcomes. Unfortunately before a teacher is recruited no effort is made to judge how effective the teacher will be and how effectively he will convey his abilities. It has been recognized that the personality of the teacher and healthy attitude towards his work contributes to effective and efficient teaching. The effectiveness of a teacher lies not only in the presentation of his subject matter in an effective way but to make the whole environment of the classroom conducive for learning ensuring the all-round development of a child. Hence there is a need to see whether there is difference in teacher effectiveness in relation to gender or experience. The purpose of the study is to assess the teacher effectiveness of senior secondary school teachers.

3. Objectives of the Study

I. To find out the difference in teacher effectiveness among male and female secondary school teachers.

II. To find out the difference in teacher effectiveness among Government and Private secondary school teachers.

III. To find out the difference in teacher effectiveness among secondary school teachers with respect to their teaching experience.
4. Hypothesis

I. There exists no significant difference between male and female secondary school teachers in teacher effectiveness.

II. There exists no significant difference between Government and Private secondary school teachers in teacher effectiveness.

III. There exists no significant difference in the teacher effectiveness of school teachers with respect to their teaching experience.

5. Delimitation of the Study

i.) This study was limited to 150 Senior Secondary school teachers only.

ii.) This study was limited to Government and Private Senior Secondary school only.

iii.) This Study was limited to gender and location of the school.

iv.) This study was limited to Sonepat district only.

6. Research Methodology

I. Variables

   Independent variables: Gender, Type of school and Teaching Experience

   Dependent Variable: Teacher Effectiveness

II. Method

   Descriptive survey method of research has been employed for the present study. In this study the investigator enquired about the teacher effectiveness of senior secondary school teachers.

III. Sample of the Study

   Sampling is very important part of descriptive research. It is indispensable to educational research. The research work cannot be undertaken without the selection of sample. A sample of 150 senior secondary teachers was selected by Random sampling method from district Sonepat of Haryana. The sample consists of male and female, Government and Private senior secondary school teachers.

IV. Tool Used:

   Teacher Effectiveness Scale by Puri & Gakhar (2010).

7. Data Analysis and Interpretation

7.1: To find out the difference in teacher effectiveness among male and female secondary school teachers.

Hypothesis: There exists no significant difference between male and female secondary school teachers in teacher effectiveness.

Table-1: Mean, S.D. and t-value of Male and Female teachers on Teacher Effectiveness

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>Male</td>
<td>75</td>
<td>234.05</td>
<td>39.52</td>
<td>1.054</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>75</td>
<td>241.03</td>
<td>35.86</td>
<td></td>
</tr>
</tbody>
</table>
Sarla Rani, Dr. Poornima Devi :: A Study of Teacher Effectiveness of Senior Secondary School Teachers in Relation to Gender, Type of School and Teaching Experience

From the table 1 it is revealed that mean scores of male teachers (234.05) is less than the mean scores of female teachers (241.03). The calculated t-value is 1.054 which is less than the calculated t-value (1.96). Thus there is no significant difference between male and female school teachers on teacher effectiveness. Hence the null hypothesis is accepted. It is concluded that teacher effectiveness is not affected by gender.

7.2: To find out the difference in teacher effectiveness among Government and Private secondary school teachers.

Hypothesis: There exists no significant difference between Government and Private secondary school teachers in teacher effectiveness.

Table-2: Mean, S.D. and t-value of Government and Private school teachers on Teacher Effectiveness

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>Government</td>
<td>83</td>
<td>219.23</td>
<td>33.42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>67</td>
<td>250.05</td>
<td>35.65</td>
<td>4.974**</td>
</tr>
</tbody>
</table>

** Significant at the 0.01 level of significance

Figure-1: Graphical Representation Of table 1

Figure-2: Graphical Representation Of table 2
From the table 2, it is revealed that calculated ‘t’ value is 4.974 which is greater than the table value (2.58). It was found that there is a significant difference between Government and Private school teachers’ on teacher effectiveness at 0.01 level of significance. Hence the null hypothesis “There exists no significant difference between Government and Private secondary school teachers in teacher effectiveness” is rejected. It is concluded that teacher effectiveness is affected by type of school.

7.3: To find out the difference in teacher effectiveness among secondary school teachers with respect to their teaching experience.

Hypothesis: There exists no significant difference in the teacher effectiveness of school teachers with respect to their teaching experience.

Table-3: Mean, S.D. and t-value of teachers on Teacher Effectiveness having experience below and above 10 years.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Teaching Experience</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>Below 10 years</td>
<td>92</td>
<td>217.61</td>
<td>32.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above 10 years</td>
<td>58</td>
<td>253.64</td>
<td>34.52</td>
<td>6.065**</td>
</tr>
</tbody>
</table>

** Significant at the 0.01 level of significance

From the table 3, calculated ‘t’ value is 6.065 which is greater than the table value i.e. 2.58 at 0.01 level of significance. It indicates that there is a significant difference in the teacher effectiveness among the school teachers with regarding to their teaching experience. It indicates that the teachers having experience above 10 years are more effective in their teaching as compared to teachers with below 10 years’ experience. Hence the null hypothesis is rejected. Thus it is concluded that teacher effectiveness is affected by experience.
8. Educational Implications

Effective teachers take personal responsibility for students learning, determines the difficulty of lesson with the ability of the student, give the opportunities to students to practice newly learned concepts, provide direction and control of learning, use a variety of instructional, verbal methodology and visual aids, present material in small steps, initiate classroom dialogues, encouraging independent thinking, problem solving and decision making and provide methods of learning with mental strategies for organizing and learning the content being taught. In this way effective teacher is one who has clear concept of the subject matter, ability to write clear objectives for his/her course, ability to organize learning materials, ability to communicate his/her knowledge to the students successfully and deal with classroom situations. Enhancing teacher effectiveness at the school level, the higher authorities in Education may form committee involving principals and subject experts to evaluate the teacher competence and effectiveness and may motivate them by giving awards or additional increments based on performance. The teachers may try to acquaint themselves with novel strategies of teaching as it is an important factor in the teaching - learning process. Teacher educators may apply integration of technology while they give training to pre-service teachers that they can effectively adopt them when they enter the career. In order to achieve maximum teacher effectiveness the teachers are motivated by the school principals, in attending various in-service training, workshops, conferences and seminars etc.

9. Conclusion

From the above said findings we can conclude that male and female teachers have no significant difference on teacher effectiveness. There exists significant difference between government and private school teachers on teacher effectiveness. Private school teachers are more effective than government school teachers. Again, findings of the study reveals that teachers having above 10 years teaching experience are more effective than teachers having below 10 years teaching experience.

10. References

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